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| **Schedule** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Math Practice: Problem of the Day** | Discuss and compare the ages of children working in the U.S. during the Industrial Revolution. | Compare and record as data, the growth of children working during the Industrial Revolution during a 10 year period. | Discuss and compare data of children injured while working at various jobs. | Compare the pay rate for children compared to adults at coal mines, textile factories and cotton mills. | Combine all data for the week into a bar graph and calculate pay using word problems. |
| **Specials:** | **Library:**  The librarian will teach a mini-lesson on how students can differentiate between fiction and non-fiction, and how to locate these books in the library using the library catalog. Additional books and research materials will be checked out at this time. | **Japanese/Culture** Students will learn about the production of tea and how it was affected due to the Industrial Revolution. Students will experience a traditional tea ceremony as they learn how tea has changed from brick to loose-leaf form, and how tea drinking habits of the people changed from whisked teas to steeped teas. | **P.E.:**  Students will play similar games played by the children of the Industrial Revolution. Outside, they will be introduced to a variety of games, such as: hopscotch, stickball, and kickball. | **Music:**  Students will be given an overview of widely used musical instruments during the 19th century. Students will listen to popular songs of that time period and try to name and identify the instruments used in each song. | **Art:**  Students will learn art history through the contemporary art of painter, Gustave Courbet who painted landscapes, peasants and workers during the 19th century.  Afterward, students will use watercolors to paint a landscape. |
| **Social Studies** | Teacher will read aloud Chpts 1-3 of: Kids at Work, Lewis Hine. She will stop, discuss and reflect on readings. | Teacher will review Chpts 4-6. of: Kids at Work. She will continue to discuss readings and analyze photos. | Teacher will read final Chpts on Child Labor then and Now. Final discussion about laws and changes. | Teacher will discuss group project questions by facilitating, not directing the research. | Students will practice before their final group presentation. |
| **Lunch/Recess** |  |  |  |  |  |
| **Writing**  **Workshop/**  **Computer Lab** | Mini-Lesson 1:  Students will learn about deciphering between primary sources and secondary sources on the internet. | Mini-lesson 2:  Students will learn how to take notes and organize information. | Mini lesson 3:  Students will learn how to give a presentation and decide on individual tasks. | Students will work in groups to combine research materials, discuss, and organize sources into presentation. | Students will present their group presentation. |
| **Independent Reading** | Students will read for 30 minutes, primary and secondary sources pertaining to their research. | Students will read for 30 minutes, take notes, and highlight information that is relevant to their topic. | Students meet in groups prepared to share and discuss pertinent information. | As a group, students will organize, compile and decide what information is relevant and should be included in their group research project. | As a group, students will present a narrative of the group project and present their overall group project. |
| **Science** | We will watch an introductory video: <http://www.youtube.com/watch?v=C0ANJEpj79o> The Industrial Revolution and the Golden Age of Steam. | Students will build a small steam boat in groups of 4 and learn about the first machines used during the Industrial Revolution. <http://www.energyquest.ca.gov/projects/steamboat.html> | Students will observe how energy from the candles changes the water into a gas (water vapor or steam). The steam is used in a lot of energy power plants. | Students will have a race at the nearby pond to test their steamboats accuracy. | Students will record and gather all data from their observations and tests and explain why steam energy was a vital resource and how it changed our society. |